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ABSTRACT

A distinctive model for gathering and sharing information and planning was developed. Essentially, the model is a 90-day issue-identification and solution-planning strategy that can be applied to any concern deemed by a school board and its constituency to be sufficiently critical to warrant involving significant numbers and kinds of persons in seeking solutions. The model contains simplicity of design, emphasizes representation of various segments of the school/community population, assigns clear responsibilities and authority parameters to each unit in the system, possesses continuity, takes into account time factors, and provides for clear lines of communication and interaction. Human inputs to the planning process were made by members of three kinds of groups--a steering committee, a citizens' committee, and subcommittees. Four means of formative evaluation and ten means of summative evaluation were employed to assess the effectiveness of the planning processes and outcomes. Twenty evaluation findings are cited. (Author/IRT)

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INTERIE: A SCHOOL-COMMUNITY PLANNING MODEL
USING INCREASING ENROLLMENTS AS A SAMPLE ISSUE

FINAL REPORT

of a

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EDUCATION & WELFARE
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National Ed. D. Program For Educational Leaders

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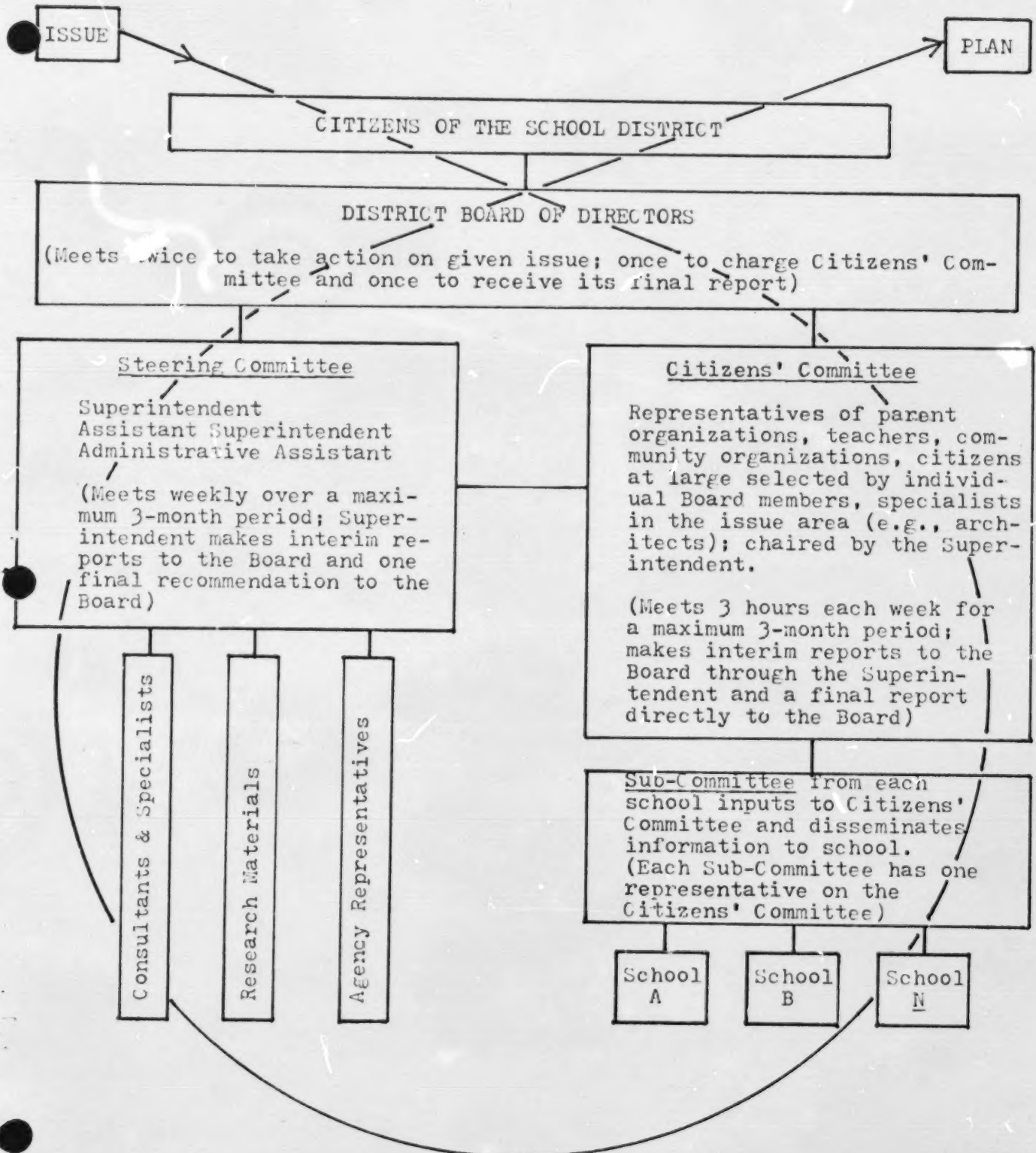
INTRODUCTION

The basic intent of this practicum is develop and test the implementation of a distinctive model for gathering and sharing information and planning--a model that is simple in design and generalizable regardless of the issue(s) involved or the nature of the school district in which the model is used. In this paper, the features of the model will be described and its value estimated on the basis of empirical use of the model in planning relative to a specific issue--increasing enrollments in a suburban union high school district.

The characteristics of the planning model are illustrated in the paradigm on the next page. Essentially, it is a 90-day issue-identification and planning strategy that can be applied to any concern deemed by a citizenry and school board to be sufficiently critical to warrant involving significant numbers and kinds of persons in seeking solutions.

The name of the model, INTERTIE, is derived from a logging and sawmill term meaning "A short piece of timber used to bind upright posts together". That is the strength of the INTERTIE--the binding together of the segments of the local population engaged in problem solving. INTERTIE's advantages over the charrette and other basically advisory committee approaches to community planning are twofold:

- (1) It requires coordination of various groups' and sub-groups' planning activities

THE INTERTIE PLANNING MODEL

- (2) It requires sustained, integrated involvement of advisory, policy-making and staff groups through the total period of study of problems and development of prime and contingency plans designed to solve those problems.

Although the INTERTIE planning model is "content-free" conceptually, the utility of the model needed to be tested on the basis of its actual application relative to some specific issue. The issue selected for this purpose was the housing of students when increased enrollments are anticipated--a matter of critical concern in the school district in which the author serves as Superintendent. In the sections that follow, this issue is delineated and the activities that occurred during the application of the INTERTIE planning model are described.

I. PROBLEM

The problem addressed by this practicum was twofold. Adequate, cost-efficient housing for a rapidly increasing number of students was a critical, immediate concern of the Hillsboro Union High School District. Of equal concern, however, was the matter of need for a framework within which systematic school/community planning can take place relative to the housing issue and other issues.

The Superintendent, with the concurrence of the Board of Directors addressed the larger, long-range problem first and proceeded to establish components of the planning framework so that the immediate problem--the determination of a "best plan" for housing increasing numbers of students--could be addressed. That specific problem was as follows:

The Hillsboro Union High School District, a 4,500 pupil suburban high school district, located in the Portland, Oregon trade area, is faced with the problem of how best to house increased pupil enrollment in Grades 7 to 12.

In 1970, a new Senior High School was completed and the district converted to a two-two-two grade structure. That is, Grades seven and eight attend junior highs (2 schools), Grades nine and ten attend the Mid High and Grades eleven and twelve attend the new Senior High.

The schools are now at capacity with the 1,600 pupil Mid High

now on an extended schedule to permit an extra period's use of classrooms. At least two portable classrooms will be needed for Brown Junior High for the 1975-76 school year to reasonably house the increased enrollment at the junior high level. Families moving to the area are causing pupil enrollment to increase about five percent yearly. Because of the economy, voters are reluctant to approve new taxes even for the annual operating levy.

Thus, the problem includes:

1. Overcrowding - how to cope with it?
2. How best to involve students, staff and community in the planning?
3. Developing and presenting the final recommendation to the Board of Education
4. If the Board then sets a bond for building additional schools or remodeling, voters must be made aware and a "vote yes!" campaign developed.

II. CONCEPTUALIZED SOLUTION

Given the problem, there arises the need for appropriate grouping of the various segments of the community to provide reviews of grade structure effectiveness, enrollment projections, building capacities, state and district curriculum requirements, wishes of the district's patrons and alternatives on housing students. The INTERTIE planning model is premised on the principle of systematic involvement, that is, the needs of the school-community and the alternatives for meeting those needs will be

identified and understood more clearly and accurately if persons holding various positions in the community are involved in a systematic, coordinated way. A corollary principle is that there will be more and broader support for a chosen alternative when those affected are involved in the planning than there will be if an alternative is chosen unilaterally by a person or group.

A "system" for involvement of various segments of a school-community must meet several criteria:

- o Simplicity of design
- o Representativeness of the various segments
- o Clear responsibilities and authority parameters assigned to each unit in the system
- o Continuity, such as that provided by the Board and staff
- o Timeliness (the period of involvement on a given issue must be specified)
- o Clear lines of communication and interaction among the units in the system

In applying the INTERTIE model to the issue of increased enrollments, these criteria were met in the following ways:

o Simplicity of Design

Essentially, only three kinds of groups were involved in identifying pertinent aspects of the issue and studying the feasibility of various alternatives in order to prepare a recommendation to the Board of Directors. These three groups were a Steering Committee, A Citizens' Committee and its Sub-Committees representing each of four school attendance areas.

o Representativeness of the various segments

Achieving a balance of representation of persons holding various positions in the school and community is essential to a planning system based on the involvement principle. The Superintendent was aware, by reason of his experience in the District, of some of the key groups that needed to be represented on committees and sub-committees and in addition he consulted his staff and members of the Board of Directors to assure that representation would be complete. APPENDIX A to this report presents the Superintendent's recommendation to the Board relative to alternative ways to secure appropriate representation on a study committee and ways to select members.

o Clear responsibilities and authority parameters assigned to each unit in the system

At the outset of the planning activity the Superintendent and the Board made it clear to all concerned that the Board is the policy making group for the district and responsible for ultimate decision-making, the Citizens' Committee is advisory to the Board and the Superintendent, the Steering Committee is responsible for providing information to all concerned and monitoring adherence to work assignments and timelines, and the Sub-committees are extensions of the Citizens' Committee to help gain and disseminate information.

o Continuity, such as that provided by the Board and staff

Whereas advisory committees such as the Citizens' Committee used in the INTERTIE model play a key role, the members of advisory committees are busy people and have commitments of their own that may interrupt or terminate their contribution to the planning task. It is critical, therefore, that a planning model have built in continuity by reason of staff and Board involvement since persons holding these positions have a clear vested interest and are generally of long or at least predictable tenure.

o Timeliness

There are two key dimensions to timing in the use of a planning model relative to a given issue. First, the beginning of the planning, particularly the establishment of advisory committees should not occur until a problem is well defined and delineated. "Spinning wheels" without clear problems to solve or tasks to perform is a waste of citizens' and staffs' time. Second, the predicted time to study and achieve closure relative to a given issue should be as short as possible.

The attention span for people relative to any issue is short and more can be gained by intensive effort during a brief period than by "wearing out" the issue and the persons involved over a long period of time.

o Clear lines of communication and interaction among the units in the system

Provisions for two way communication among individuals and

groups is essential to a planning model like INTERTIE. Monitoring the establishment and maintenance of communication lines in this model is the responsibility of the Steering Committee.

III. REQUIRED INPUTS

A. Human Effort Inputs

A Steering Committee was formed and assigned to work within the INTERTIE model on the increased enrollments/adequate housing of students issue. The Steering Committee consisted of three members--the Superintendent, the Assistant Superintendent, and the Administrative Assistant. The Steering Committee met weekly over the three-month planning period, with each member contributing a total of approximately 24 hours in attending these meetings.

A twenty-person "Building Facilities Citizens' Committee" was formed. The Committee met one evening each week* for an average of three hours during the three-month planning period. A total of 720 hours were contributed by Committee members to the planning effort. The charge given the Committee by the Board was to study the facility needs of the District, review the existing 2-2-2 structure and submit a report and recommendation to the Board for consideration. The Committee was composed of the following:

- The President of each District's school parent organization (4 members)

* A transcript of deliberations at one meeting is in APPENDIX B

- A teacher from each school, selected by Staff. (This teacher served as Chairman of each building's sub-committee)
- A representative from each main service or community organization
- A citizen selected by each Board of Education member (5 members)
- The school architect
- The School District Superintendent who served as Chairman of the Citizens' Committee. His contribution in meeting time was 36 hours. During the planning period the Superintendent made frequent oral and written progress reports and one final written recommendation to the Board of Education. He met often with consultants, architects, State Department of Education officials and area governmental leaders regarding standards, zoning requirements, etc.. Approximately 240 hours were spent in this kind of activity. As the Superintendent gained information he passed it on to the Citizens' Committee for its consideration.

Sub-Committees from each of the four schools were formed to assist in surveys of staff and students (384 hours). One person from each of the four schools served on the Citizens' Committee and acquainted the Sub-Committee with the work of that group. The Sub-Committee members interviewed students, staff members and citizens.

Board of Education meetings during the three-month planning period included in their agendas the receiving of progress reports and a final report from the Superintendent and the Citizens' Committee. Approximately 16 hours were contributed by members of the Board to this activity.

Secretarial Assistance amounting to about 36 hours was provided to keep minutes and type a final report.

B. Material

Material inputs into the planning system included:

- o Information and materials from the State Department of Education and area governmental agencies
- o ERIC and other resource materials
- o Supplies as needed by members of the four planning groups
- o Pertinent information from other school districts

C. Means

District personnel, including secretaries, were assigned to the planning task as needed. District funds were allocated to the planning effort in the amount of \$6,000.

IV. EVALUATION

A. Evaluation Design Considerations

Systematic planning such as that performed with application of the INTERTIE model involves both process and product evaluation. Determination of the extent to which activities are conducted as proposed is sought in process evaluation; determination of the feasibility, efficacy, utility and/or acceptability of the alternative chosen by means of the planning process constitutes the product evaluation. Process evaluation can have two dimensions--formative (that is, review of processes during the planning period for the purpose of feeding findings back into the system and making adjustments in the process as required) and summative (that is, an analysis and description at the end of the planning period of the apparent strengths and weaknesses of the planning activities in seeking an alternative solution or solutions. Product evaluation generally has only the summative dimension. An exception would be if the product were subsequently evaluated by users for the purpose of determining whether the product needed to be changed in some way.

The procedures used to conduct formative and summative evaluation of the planning processes and products in this test application of the INTERTIE model, and the findings, are presented on the following pages.

B. Formative Evaluation

Listed below are the means used in the Hillsboro test of the INTERTIE model to evaluate planning processes during the planning period, and the findings:

1. Review by the Superintendent of the "representativeness" criterion relative to Citizens' Committee membership

Findings:

The early recommendation to the Board of Education that the Citizens' Committee be a cross section of the community was approved. The Committee was composed of the following:

- The President of each district school's parent organization (4)
- A teacher from each school, selected by the staff (4)
- A representative from each main service or community organization (8)
- A citizen appointed by each Board of Education member (5)
- Classified employees (1)

The composite of the committee included representatives from organizations such as the Farm Bureau, League of Women Voters, Service Clubs, and employee groups. While students attended the meetings they were not voting members. In review, it is felt that the students (4) should have been full members of the Committee.

As the large Committee reviewed data and exchanged ideas, biases diminished and extreme views were counterbalanced. For example, the person representing the Farm Bureau had some strong feelings against "the larger rural landowners paying such an unfair amount in taxes to provide a school building for 'city kids'." As information, especially slides, were presented on the crowded conditions and needs for students, the Farm Bureau representative became a staunch supporter for a new building.

The Citizens' Committee members met the test of community acceptance. They were viewed as conducting important community business. There were no allegations by citizens that they were not appropriately represented. No substitutes nor replacements were required. Committee meetings were public and persons from the media were invited to attend.

2. Check by the Superintendent and Committee Chairpersons on attendance and participation at Citizens' Committee and Sub-Committee meetings

Findings:

The Committee averaged some 20 persons (of a total of 22 members) in attendance at each meeting. Several days before each meeting, pertinent material to be on the next agenda was mailed to members. Also, each member was called and reminded of the next meeting by a school secretary on the day of the evening meeting.

As to the Sub-Committees, it was found that because of special interests of the two or three persons on each sub-committee there was good attendance and follow through. Many times, sub-committees would be asked to "go check first hand or visit a certain district" to secure additional information on a current item of discussion. The district made available transportation and always paid out-of-pocket expenses.

3. Critique by the Steering Committee of minutes of Citizens' Committee meetings

Findings:

The Steering Committee, meeting weekly, reviewed the progress of the Citizens' Committee and made decisions and/or suggestions as to the agenda items for the next meeting, taking into consideration the wishes of the Citizens' Committee. Written minutes taken at the Citizens' Committee meeting were edited and mailed to the full committee and Board of Education. The Assistant Superintendent submitted weekly articles to the local weekly paper on the work and topics under discussion. An example of a news release appears in APPENDIX C.

a. Number and kinds of suggestions made by Citizens' Committee

At times the Committee asked to have students attend a subsequent meeting. At other times the Committee requested the presence of certain teachers or other citizens as resource people. The Committee requested data on the 12 month school plan, the 2-4 plan, the 3-3 plan and the 2-2-2 plan. In time the latter two plans emerged as the most favorable.

The Committee made suggestions as to what consultants to employ and which schools to visit.

Late comers to the Committee without complete background information tended to favor a minority report.

b. Number and kinds of items on which consensus was reached

Among the key professionals, after discussion and consideration of the facts, a consensus was usually reached. Here the Superintendent needs to be careful not to impose his biases or to dampen the sharing of ideas and approaches to the problem at hand or items under discussion.

The Committee unanimously agreed to exceed the original charge and meet twice each month instead of once. There was a favorable vote for the 2-2-2 plan that nearly approached consensus--the vote was 20-2.

c. Number and kinds of unresolved issues

There was disagreement on a desirable location for a school site. The Committee ultimately agreed to delete this as an item of discussion. There was disagreement on the instrument to be used to survey student opinion; several members felt a professional should develop the instrument. There was also disagreement on school size and the relationship of size to quality of instructional program.

4. Review by the Superintendent and Chairpersons of Citizens' Committee and Sub-Committee's activities outside of meetings

Findings:

This work performed by the two groups is akin to the part of the iceberg you don't see. The best work and most productive was done on an individual basis or by small (2-3 persons) sub-committees.

Each teacher member of each sub-committee discussed the issues with faculty and helped administer and collect faculty questionnaires (APPENDIX D). These teacher members also helped administer and collect student questionnaires (APPENDIX E), and interviewed staff and student representatives. Lay members of the Committee and Sub-Committees assisted by interviewing citizens in rural and business communities.

A survey was included in the Hillsboro Argus newspaper with a tearout response form and the Steering Committee mailed a questionnaire to each patron in the District (APPENDIX F).

The Steering Committee analyzed and summarized all survey and interview responses and reported findings to the Citizens' Committee.

C. Summative Evaluation

1. Process

Listed below are the means used at the conclusion of the planning period to evaluate the planning processes, and the findings:

- a. Comparison of the activities proposed with those actually carried out

Findings:

No changes were actually made from those originally proposed, except that a number of schools in other districts were visited by sub-committees as an additional activity. Superintendent monitored progress.

- b. Assessment of the extent to which each of the following "system" criteria were met:

- (1) Clear responsibilities and authority parameters assigned to each unit in the system

Findings:

Responsibilities and limits of authority were well understood. A formal charge was given the Citizens' Committee by the Board and it

was clear to them that they were advisory to the Board. They understood, too, that although the Superintendent was the Chairman of the Citizens' Committee his recommendation to the Board as Superintendent might differ from the Committee's. However, in this instance the recommendations were the same.

- (2) Continuity of staff, Board and Citizens' Committee and Sub-Committees

Findings:

There was continuing interest, indicated by the Committee's meeting twice monthly rather than once as originally planned. Only one person, because of family reasons, dropped out, and one person could not participate fully because of the press of his own business.

- (3) Clear communication and positive interaction among units in the system (and within units)

Findings:

Much effort was expended to get the minutes, reports and other information to each staff, the Board and community completely and promptly (within 2-3 days). Progress being made by the Committee was reported at most school meetings.

- c. Assessment of the extent to which consultants, resource persons, other agencies and research materials were utilized

Findings:

The architect attended each Committee meeting and provided valuable information. Other resource persons were utilized, such as the State Department of Education, the Intermediate Education District, and State and County Planning Offices personnel.

- d. Review of how and to what extent the Sub-Committees conducted proposed activities

Findings:

The charge to the Sub-Committees was to do what the members were most interested in and felt the most comfortable in doing that would help the Citizens' Committee. Reports on personal contacts made by individuals were made to the Sub-Committees,

2. Product

Listed below are the means used at the conclusion of the planning period to evaluate the outcomes, and the findings:

- a. Interviews by Superintendent with citizens and review of questionnaires and Board and Citizens; Committee meeting minutes to determine extent to which citizens in the community were informed on the issue and on the planning efforts

Findings:

The Superintendent personally interviewed 30 key citizens and administered a brief questionnaire as to their understanding of issue and planning efforts. Generally, citizens were well informed through newspaper articles, service club discussions and word of mouth. Persons in outlying rural areas were less well informed on both the issue and the planning processes. To attempt to counter this tendency, the Superintendent made eight personal home visits. Generally, he found less than enthusiasm for any increase in taxes, much less another school. Most of these folks were preoccupied with subsistence activities and workaday affairs.

- b. Interviews by Superintendent, review of minutes of administrators' and faculty meetings and Sub-Committee minutes and reports to determine level of staff support for the planning processes and the chosen alternative solution(s)

Findings:

The staff were supportive of the planning processes, although some tired of the issue even before the brief planning period was over, as evidenced by the lack of complete response to the second questionnaire given to the faculty to complete. The most enthusiasm was held by teachers actively engaged as members of the Citizens' Committee and/or Sub-committees.

The staff were split relative to whether they favored the 3-3 or the 2-2-2 plan, depending upon their perceptions of how they would be affected relative to working conditions and kinds of students they might have.

- c. Review of Citizens' Committee final report and Board meeting minutes to determine level of justification and implementation potential in the Committee's recommendations

Findings:

The Committee's recommendations to the Board are presented in APPENDIX G. Essentially, they reflect the weight of sentiment expressed by citizens rather than that expressed by staff (See APPENDIX H).

The Committee's report furnishes a sound rationale for its recommendations, given the prevailing conditions.

- d. Analysis of "No" vote on the November, 1974 bond issue election as that relates to the alternative(s) recommended by the Citizens' Committee

Findings:

There should not have been more than one school measure presented on the ballot. When citizens are given a choice as to bonds to purchase land for a school, bonds to build a school and another bond measure for a future school site, this divides and confuses the main issue.

The November, 1974 general election date was not a good time to vote on a school measure. Many persons that do not normally go to the polls, did vote.

Both of the actions above, along with many other "don'ts" relative to bond elections, are described in ERIC Document ED 078 538 "Winning Bond Elections: A Treatise Covering Tactics Successfully Implemented In Recent Iowa Bond Elections" by William Hukill.

The November, 1974 Election Results are summarized in APPENDIX I.

- e. Analysis of contingency plan(s) provided by the Citizens' Committee and/or subsequently by the Board

Findings:

Because of the high "no" vote, the Administration and Board felt that it would be unwise to return to the voters with another school bond request.

Thus a bond was resubmitted and passed in May, 1975 to add 4 classrooms on the Senior High to "get" by in 1975-76 and 1976-77. A transfer of 250 sophomores from the crowded Mid High to the Senior High has taken place and more sophomores will be moved to the Senior High in 1977-78

- f. Analysis (for purposes of determination of the level quality of the outcomes of the planning process) of the Field Training and Service Bureau's lists of advantages and disadvantages for each of the alternatives considered by the Board

Findings:

The Hillsboro Union High School District contracted with the Field Training and Service Bureau, University of Oregon to critique the advantages and disadvantages of alternative solutions to the increasing enrollments problem that have been considered by the Hillsboro Board.

Findings:

Most of the advantages and disadvantages cited by the Bureau had already been discussed by the Citizens' Committee in the course of its deliberations. The Committee's discussions tended to focus more on desires of parents, staff and students whereas the Bureau's listings of advantages and disadvantages emphasise space utilization, cost/effectiveness and other technical and environmental considerations.

The Bureau cites the most advantages for the Committee's second choice alternative--the 3-3 plan. Since the voters had already rejected it, the 2-2-2 plan was not given the Bureau as an alternative to study. One can say that the outcomes of the INTERTIE planning process coincide with the outcomes of at least one (and the only) critique by an outside agency.

V. FURTHER APPLICATION

Replication of the INTERTIE planning model can occur within the Hillsboro Union High School District in seeking solutions to problems in the areas of:

- o Public Relations with the community
- o 12 Month School
- o Pupil Transportation
- o Management Effectiveness
- o Classified Staff Handbook and Policy Review
- o District Office Effectiveness
- o Effectiveness of Discipline

Replication of the INTERTIE planning model can occur in other school districts with problems in the areas listed above or in other problems deemed by the citizens and the local Board of Directors to merit the involvement of all segments of the school/community in an in-depth, systematic planning effort.

APPENDIX A
REPORT BY THE SUPERINTENDENT TO THE BOARD OF EDUCATION
October 1973,

Over the past two years several preliminary studies and reports have been made (We have several pounds of file material.) on facility need in relationship to pupil growth enrollment.

The superintendent is recommending that a committee be appointed to study the facility needs of the district; review the two-two-two structure and to submit a report to the directors for consideration.

It is suggested that the superintendent serve as chairman and architect Herschell Flummer as consultant.

The committee, 15 or so members, should represent each major community and service organization - each district school parent group and each school faculty.

Or: the board delegate the superintendent to submit 25 or so names for a selection of 15 to serve on the committee.

Or: Each director submit names of possible committee members for board approval.

Additional classrooms will be needed at Mid High, even with remodeling of bus facility area (when that facility is moved to another location).

At East all classrooms are being used each period - Library is not adequate and storage space is sorely needed.

APPENDIX B

BUILDING FACILITIES COMMITTEE - Open Public Meeting
May 29, 1974, 8:00 p.m. (notes made from tape of meeting)

Ladies and gentlemen, we do appreciate your coming tonight. I would like to give a brief introduction and give you a bit of background before we get into the meeting.

Some months ago we recommended to the Board of Education that serious study be given to overcrowding in the district, knowing that we will be either on an extended or half day at least at the junior high level and mid high level within the next year or so unless we start now to take care of our building needs. Over the past two years we have made several studies and reports in this regard. We recommended to the board that a committee be appointed to study the needs of the district as far as housing our students and that this committee review the 2-2-2 structure and submit a report to the directors for consideration. As you know, the directors you elected are charged with the responsibility of making the final decision. The board approved this and appointed the committee. We tried our best to have a representative group to represent the community at large. At Mid High, even with the remodeling, we have some 1500 plus students with the enrollment climbing yearly. At East we will be using the auditorium stage and the rear of the auditorium for classrooms, so you can see we are crowded at the mid high level and the junior high level. The possible areas of study that the committee was charged with -- Enrollment projection, the 12-month school and its effect, such as cost of air conditioning, etc., use of portables at East and Mid, success or otherwise of the 2-2-2 program, auditorium at the Senior High, swimming pool (at that time the city had not decided whether to build another pool or enclose the present one.)

The board did approve the recommendation by the administration and appointed such a committee. At the April 9 board meeting the board received, for a 30-day review, the committee's report. The committee completed it's job and submitted a report to the board, thinking the board would take action at the May meeting. The board meeting in May had a number of citizens present and a request was made to postpone the decision until further study could be given to the 3-3 system -- meaning two high schools with three grades each and possibly other structures.

The board, after some discussion, did postpone their decision. A number of the citizens present seemed most appreciative. I know that much work has been done since that time, getting information and finding out more about the district and other approaches to housing our students. I am most appreciative of the interest shown by the women of the Junior Women's Organization. It is refreshing to me to see the kind of interest they have shown, in a most constructive way, in wanting more people to be better informed. We do have a number of directors with us.

Mrs. Hamby, would stand, also Bob Bales. Mr. Charles Starr is our newest board member elect. Mr. Starr is presently serving as chairman of the board at Groner and has many years experience, either as a teacher and a business man, and most of all a father -- and, of course, very concerned with school. Mr. Zenger, board chairman, and Fred Teufel, are also here.

Tonight the meeting is going to be very informal. We have two mikes -- If you are shy and not wanting to come to the front, you can step to the microphone there. We are taping it -- not that we don't want you to become emotional, if you feel like pounding the table, you do so. But, for the directors not here, I want the directors to hear every word that was said. So we will make a tape and transcribe for the directors not here.

At the board meeting on June 24, the directors will be asked to take some action -- whether to accept the committee's report or a different version, modified or what have you. I have asked Mr. Ted Parker (Ted served on the committee - and we do have a number of committee people present.) to start our meeting tonight and give a review from a viewpoint of a member on the committee, of the amount of time and how they went about their work. We will probably pass out the recommendation made by the committee to give some idea of what the committee has proposed. Then, I will introduce either Mrs. Stinger or Mrs. Wilson, from the Junior Women's group and they will, in turn, give comments and make a proposal that I think certainly has merit and we should carefully consider. There may be other proposals or suggestions that others would like to submit.

The presence of Mr. Ray Carder, Assistant Superintendent here tonight is as a resource person only, and if there are any facts or figures that you need, we will ask Ray to provide the information for us. We also have the architect the board has appointed to work with us in planning that fifth building, whatever type it is. We have been extremely careful in our planning for 1000 students, even though we are not sure of the level -- mid or senior. Mr. Plummer has been working with staff for a number of weeks. We have designated Mrs. Roberta Hutton as the coordinator of this and she has been taking care of details. We have been involving a number of departments and staff members as we get into the educational planning part of the building. Mr. Plummer has been asked by the ladies of the Junior Women's Club to give some "ball park" figures on various structures and I think he has that information. He will provide any other information he can give if so asked.

I would like to share one more thing with you before I turn the meeting over to Ted. On a humorous note -- I found out how one board of education solved their building needs problem. A school board in Maryland decided that the district needed a new school. After much discussion, the board passed this resolution:

"Be it resolved, that this school district shall have constructed a new school building. And be it further resolved, that in view of the increasing cost of material, the new building shall be constructed of the material now in existing school building. And be it finally resolved, that to avoid interruption of school functions, the present school building shall be continued in use until the new school building is ready."

Come on up Ted How many of you have not had a change to go through the report. I think as we start through it, I'll try and get one of the overheads up here so when we take a look at the plans and how students might be arranged in buildings we can begin to do some comparisons on that basis.

It is rather difficult, when you look back over the months, to try and decide what we did on various nights. Some meetings you walked away from and wondered why you were there, in terms of the progress that had happened on that particular evening. On other nights things happened rather rapidly. In looking at what we are trying to do, in our final summary, there is no way that we can get around not building a new building and it looks like within the next 10 years we may have to build two. The real problem goes back to, there's lots of real problems we can always push in and say is someone else's fault, a problem in speculation -- How fast is this county going to grow -- How fast is this school district going to grow? Who can make the best estimate? Like election results, those who can make the best estimate are around to make an estimate the next time.

If you look at neighboring school district, you will see high schools that have doubled within four years their original enrollment. We are not quite sure what is going to happen. What we finally wound up doing was taking some estimates and running them through and coming out with a 2-4 plan, a 3-3 plan, and a 2-2-2 plan. Right now we are about 2 years behind what we should be. When you look at figures called capacity figures we are in trouble. We are in deep trouble at the Mid High. Capacity figures can be figured by three different people -- the architect, the superintendent and the principal. Often capacity figures are based on so many students in a room so many periods a day. That calls for a stereotyped curriculum -- it says 25 students are going to be here and here and here. Any time that you start approaching, in my estimation, 100% of the capacity figure, you are getting into trouble areas and you have to start running extended days.

In the report we tried to survey the faculty members -- return on the questionnaires are about the same as they are nationwide. There is an interesting kind of split -- the Senior High and I think it's Poynter seems to favor the 2-2-2 plan and East and Mid faculty seemed to favor the 3-3. We also took surveys of students and we realized that after the survey of students, they really didn't have a 3-3 plan to compare to, as far as their operation was concerned. They have never actually experienced a 3-3 plan in existence.

In that particular instance, the results seem to give some positive input for the operations of the school district but didn't really help us decide on 3-3, 2-2-2, or 2-4. We took a look at the 12 month school plan in terms of advantages and disadvantages. I did serve on the year around school committee in the Beaverton District, and for those of you that are involved in that area, the plan was rejected rather strongly by the people in the district. In terms of the format that was used, we tried to take each plan and outline its advantages and disadvantages. Needless to say, if you read the report, you can look at some things that are disadvantages and say, "Hey, that should be an advantage....." I think there are complete copies of the report available. I do have sections to pass out.

We did not go back and review all of the data that was used -- Why we changed from a 3-3 to a 2-2-2 plan. We did not take a look at other school districts in detail, those that are on a 2-2-2 plan and those on a 3-3 plan. Much of the information we obtained was from committee members and resource people, primarily Mr. Carder and Mr. DuBose. My feeling is that we could have spent a lot more time but you wonder whether the return on the investment, as far as time is concerned, is worth it.

Question from audience: I see, from what I've heard so far, two different focus here -- one of building requirements and another as what kind of an organization structure we are going to have. Would you care to talk about that a little, as with regards to this report?

As you take a look at building programs, your organizational pattern may reflect the kind of building that you want to build. We should answer that question as we start through. If you go to one kind of plan it may call for building another high school, or if you go to a certain plan, it may call for building a junior high and another mid high. What's the cost here? Generally, high schools cost more than anything else, and then down the line -- mid high next and junior high next. This is primarily based on equipment and facilities needed. When you start looking at a building program, it can determine what kind of an organizational structure you are going to have. It is clear cut that we are going to have to build some buildings -- The question is what kind of buildings?

Statement from audience: This report then is a compromise in organizational structure versus building cost of a period.

One of the things we looked at were the building cost and that is, I think, one of the reasons the 2-2-2 plan was selected. One has to weigh the other side, that the way building costs are climbing, who knows what is going to be as an expenditure 5 or 10 years from now. We would have to build another high school at that time. These are some of the problems the board is going to have to look at. Get down to a choice between a plan -- One calls for a mid high and a junior high -- another calls for a high school and a junior high. It might be cheaper to build that second high school now, when building costs are lower. These are tough questions and I'm not sure I can answer them. Also, there was no overall plan after the senior high was built - we didn't have anything down saying what was the next step.

Question from audience: Is the Senior High built to capacity?

You mean can we put more buildings at the present Senior High site? Yes, I don't know how many more. There are some real questions whether you want to build another high school at the same site. On other sites, the main factors are where the sewer lines are going, where will county and eventually city, allow building permits. We asked ourselves some of these questions -- we weren't quite sure where we could get sewer access. The real question from some members of the committee was whether we should determine where the site should be. Should that be left up to the board or some other persons. History has shown us that wherever schools are built the population seems to grow around that area. Sunset High School, Aloha High School and our own Senior High School, for example. What appears to be a school out in the woods, away from everything, may be entirely surrounded in three to five years.

Mr. Carder: I would like to take a minute and comment on that. We have a pretty good idea of where the population is headed. The density of the population. We think, and the planning commission agrees with this, as far as our end of the county is concerned, we are going to see some heavy density of population probably

going to the northeast of Hillsboro, also some strong possibility of the far west in the Cornelius area. This goes through the TV Highway section. However, there are some strong limitations in regard to the kind of building sites we can get when we require approximately 20 acres for a school of 1000 and that 20 acres must have some kind of proper conformation -- it can't be bits and pieces. It must be on a sewer line or have ready access to sewer and water, and also meet the planning and zoning commission requirements. So, it is not always a case of being able to put in a site of the most dense population -- It's sometimes the case of where can we find property that meets the requirements to allow us to build and those are the problems that our architect and board are going to face.

We will take a few minutes now and pass out the literature we have. During that time you might be talking to your neighbor or formulating some more questions. We will try to get some transparencies organized so that we can see what we are talking about.

You will notice, as you go through these plans, one thing that is somewhat common in most of them. I think all of them call for slight remodeling, and we don't know exactly when, depending on which plan, of the Senior High. We will take a look at the 2-4 plan -- Essentially on the 2-4 plan we talk about grades 7 and 8 being housed in one, two or three or four schools, each one being called the high school. This used to be a rather common plan -- it's not used as much anymore, although Portland still uses it. Here we would have to have plans underway to build a high school which would need to be in operation by 1978 and may be in operation before that, hopefully, and a new junior high. There was some question about bonding capacity. How many millions of dollars of bonds could this district issue. I think the figures we have are roughly 10 million dollars. Since we got those figures as many of you know, property values have gone up and bonding capacity has also gone up. The real question is whether you want to go that far into debt all at once, plus remodeling the present Senior High. Those were the primary arguments against the 2-4. I could go through the list, but as far as the building operation is concerned, these reasons stand out.

There would be an addition of science facilities for sophmores taking biology. Also an increased capacity to eventually handle 9th grades. What remodeling would be necessary at Mid - if we are going to use the Mid High for grades 9-12. I can't recall the things that needed to be done. One of the things we were concerned about was trying to bring the Mid High up to a level near to the new high school -- to offer same kind of courses, same kind of study facilities, try to make it more on a par with the other one.

Mr. Carder: The remodeling at the Mid High took care primarily of maintenance situations, electrical - heating - lights. The things that had to be taken care of to keep the building operational. It did not change the educational specifications at all - the same rooms that were there before are there now. They look nicer and have better lights but we cannot do anything different in the way of an educational program than what we were able to do 20 years ago. That was the reason it was suggested that if the Mid High does go back to the Senior High, we would do well to look very carefully at providing a better educational program that is more comparable to what we have at the current Senior High.

Ted continues: We have no resource centers at the Mid High at the present time like we have at the Senior High. Our shops, for example, at Mid are no where near the standards of the present Senior High. There was some question by the committee, and we didn't check it out with the state department, that they would not allow any more expansion at the present Mid High site.

I understand the ultimate goal by 1978 is four separate 4-grade high schools. This is the one I didn't review very extensively -- 3 separate high schools -- and there would be 4-grade school at what is now Mid, and a new 4-grade school, and a 4-grade school out at Senior. One of the things that doesn't make much sense here is that you are going to remodel the present Senior High to a 1600 student capacity with a long range projection, and I can't remember the rationale behind that in terms of the addition. I think it was we were going to have to add on some rooms to take care of some special facilities. I don't know whether those additions to meet the course requirements would bring the level up to 1600.

The intent was not to make add-ons to go to 600, but you needed the addition to supply the correct curriculum for grades 9 thru 12, and that would bring the capacity to 1600.

One of the aspects you should look at, in terms of that high school, is essentially in the remodeling. That's a building you paid for to be used in a variety of ways.

Let's move on to another 3-3 plan. Essentially the idea here was to use the 3-3 plan, grades 7, 8 and 9 on one school or a group of schools and 10, 11 and 12 in another school, depending on the situation. This calls for almost immediate construction, bonds to be let, etc., on a junior high. Our plan here was to use the Mid High as a high school, and some of the negative arguments that I used last time would apply in this case. You can see over in the next column down at 1979, 1980 a proposal for another junior high and then addition to the present Senior High. One of the major problems that were of concern was the use of the Mid High as a high school. It doesn't hit us too hard on our bonding capacity, although some of the same comments can be made. We would have to have additions under way at the present Senior High and then construction of the junior high. If the growth is rapid then move your time schedule up -- If the growth isn't quite as fast, you can extend it.

Question from audience: Did you say that the 2-4 plan would require a 10 million bond issue?

No, I said the bonding capacity of the district is somewhere around 10 million dollars.

Question from audience: What would be the capital requirements of the 2-4 plan versus the 3-3 plan?

Let's see what high schools are going for. Is it 6 million in Beaverton? Mr. Plummer has the figures.

- * Herschell Plummer: Let's start close to home. Hillsboro Senior High was about \$3,300,000 -- that was just the building construction cost, and that was designed for 1200 students with a possible add-on. Junior high school at Forest Grove was \$2,300,000, Lake Oswego High School for 1500 was \$3,900,000. Generally speaking, about 60 to 70 thousand dollars per teaching station, which is roughly 30 students. These figures were bid in 1969, when the last high schools were built. You can figure 35 to 40% inflationary cost.

There is probably more difference in the site and location and building materials between the two than you can say difference between the grades. The high schools have greater requirements and more sophisticated equipment and facilities -- If you are talking cost, the spaces are not that much different.

Going through the publication put out by the State Board of Education, I can read for you some figures to give you an idea back in 1969 -- Florence High School, \$2,800 per student; Albany High School, \$2,700; \$2,600 per student, Hillsboro High School; \$2,900 per student, Hood River High School.

* Architect

Question from audience: How about a junior high? -- per student?

Herschell Plummer: A junior high in 1969 was \$2,300; Ponderosa was \$2,000 (that's in Klamath Falls) -- so they would not run that far apart. There would be more differences between junior highs than there could be difference between junior highs and senior highs, but the difference between the senior and junior highs probably wouldn't be that far apart. When it comes to furnishings it probably would be higher. As to difference between senior highs -- mainly the location, site, type of land (for instance, Aoha has quite a low spot they had to take care of).

Question from Audience: I've heard a lot of people talk about 8-4 system.

The problem, I believe, is called unification. When I hear you say grades 1-8 under one system, it's a problem called unification. We are not in a unified school district -- we are a high school district and several elementary school districts.

Mr. DuBose: The component elementary districts just simply couldn't handle the additional student load. Farmington, Hillsboro, Groner, West Union, North Plains or Reedville, with the now crowded conditions, if we sent the 7th and 8th graders back there. As taxpayers the cost could be more if each elementary district had to build classrooms. Now, at the 7th and 8th grade level, you are able to offer more instructional opportunities such as electives. You are able to provide shops and various activities if you have a group large enough to offer these things. For instance, with one or two 7th grade classes at Groner or Farmington, you would have to have a self-contained classroom situation, so probably you could not do as much for the students.

Parent from audience: I have a handicapped child who attends school in the Portland area and he is in the 8th grade. There is almost no tie-in between their elementary schools and high schools. All the way through the 8th grade they have basically 1 or 2 teachers -- but what happens when they hit the 9th grade and change schools, not just their experiences in school but also in subject matter covered.

Ted continues: That occurs between our elementary schools in our outlying areas and our junior highs here in Hillsboro. To go back to a 8th grade elementary district would require each component elementary district, I believe there are 5 or 6, to become politically involved with our overcrowding problems and agree to take those 7th and 8th grade students back in each one of those districts. I'm not sure how they would do that at this point. Particularly districts such as Reedville, that are already overcrowded.

Taking a look at the situation in terms of immediate building is a new Mid High, capacity of probably 1,000. There is some question of what is going to happen to this particular Mid High. You will notice that compared to some of the other plans, there is a postponement of building a new junior high until approximately 1981. Part of the way we could postpone that new building cost would be to house 2 schools under one roof -- You would run a junior high and a mid high under the same structure. That is something that is open for debate. Whether or not it is a feasible plan.

Question from audience: It seems to me that on this 2-2-2 plan if they are going to have to have a new junior high and a mid high. then, eventually, all of these students are going to need a new senior high -- Presumably you are going to have this need in about 1985 -- In the long run you will need 3 schools. In 1985 we may need another junior high -- O.K., so in 1985 you are talking about 4 schools approximately for the 2-2-2 plan -- Is that what you are saying?

Ted continues: I think if you go back and look at the 3-3 plan, there is a possibility that by 1985 you will need a third high school. So, in 1985 you could say that almost on any plan we have you would have to tack on a new high school.

I have gone through a situation where I have watched a high school grow, over a period of years. No one seems to know what is the best size for a high school. Most state schools operate, I think, somewhere between 1,000 and 3,000. On the basis of good education for youngsters, we probably would not want any school larger than 1,000. Part of the problem at Mid High now is that we have too many youngsters in one building.

Mrs. Wilson, Junior Women's Club: We represent Hillsboro Junior Women's Club, who have been very involved for the last seven years in Hillsboro, mostly in regards to education. The reason we got involved in this whole thing this evening was some of our members have children who are in the high school district now, most of our members have children who are younger and are coming up to the high school district, and they are concerned about the committee's report.

To begin with, I am going to read the letter that we presented to the school board at the last meeting, because most of you were not there and a lot of pertinent information that we based the report on was in that letter. (Copy of letter is attached.)

At this point, the school board, after some discussion from the audience, decided to give us 30 days to do this research before they would vote on whether or not to accept the committee report and we have had exactly two weeks to get all this research done and basically 3 or 4 of us to do it.

Mr. Wilson's Letter

Contrary to press reports, we have not stated that the 3-3 plan is the best. We did say that the 2-2-2 plan is not the best. For purposes of this report, however, because we were only given two weeks for research, we have concentrated on the 3-3 plan. The reason for picking the 3-3 plan to compare to the 2-2-2 plan is that it is the predominant organizational structure for schools across the United States.

In the early 1960's, many fast growing school districts in the U.S. were forced to change from the more traditional 2-4 system because of financial problems. Several districts went to the 2-2-2 system, but most used the 3-3 plan.

According to the National School Board Association, most of those districts that were on the 2-2-2 plan have since gone back to the 2-4 or 3-3 plans. We have not had enough time to find out why the 2-2-2 plan did not work for them.

Our biggest concern with our present system has been the problems at the Mid-High level and economics.

We have a rapidly growing drop-out rate during the tenth grade. It was up to 9% last year. Comparing our district to others in Oregon was revealing. The other 2-2-2 districts also show a rapid increase in drop-outs during the tenth grade. David Douglas, for example, lost 10% of their sophomores last year. Out of the 3-3 districts that responded to our letters, the highest loss of students during the 10th grade was at Bend with 5%.

According to the committee report 56% of the Milni district teachers who responded to a survey, do not favor the 2-2-2 system.

We are quoting one teacher at East Junior High: "I think that what we have done to the 9th and 10th grade students is an absolute crime. I was all for the 2-2-2 system but I was very wrong. We have isolated the most difficult years and in effect have created problems that are extreme. I think one of the serious problems is the juvenile delinquency problem. How much of this we have I do not know, but I do know the problems are many. Let's give back to the 9th grade a

chance to be "top dog" in the junior high. When we took this away, I feel a part of their growing up was denied to them at an age when they needed something. Then let them, as sophomores, go to a high school situation where the maturity of the older group will "rub off" on them and help them through the second of the two difficult years." End of quote.

Sports seem to be one big reason for maintaining the 2-2-2 plan. Only the very best athletes in the district are able to compete now. With two schools more students would qualify for varsity teams. We also have poor utilization of our athletic facilities. For example, two high schools could alternate home games at Hare Field. This would eliminate the present need to build a new stadium.

Under the 2-2-2 plan, we will have to be in another senior high by 1985. That means two mid-highs and two senior highs in Hillsboro. How do our students relate to "their" school when they are splintered into so many schools across town?

We have been told the taxpayers won't spend the extra money a senior high costs compared to a mid-high built now. To begin with the differences in cost between a mid-high and senior high are minimal. The reason a senior high would cost more is that it would house 600 more students than a mid-high. If we have to build one in ten years anyway, wouldn't it be cheaper to build the larger school now before costs escalate even more?

We don't feel that seventh and tenth graders belong in the same school. Not even for five years. We are afraid of what will happen when the taxpayers are asked to pass another bond measure to separate them so quickly after they just built one new school.

It obviously costs more money to bus students from any one neighborhood to three schools under our present system than to two schools under the 3-3 plan.

Over a period of ten years the 3-3 system will be cheaper to build and operate than the 2-2-2 system. We hope it will also solve some of the problems at the mid-high.

This report is based on the amount of research we have been able to come up with in the last two weeks. Contrary to press reports, we have not stated that the 3-3 plan is best. We did say that the 2-2-2 plan is not the best. For purposes of this report, however, because we were only given two weeks research, we have concentrated on the 3-3 plan. The reason for taking the 3-3 plan and comparing the 2-2-2 plan is that it is the predominate organizational structure for schools across the United States. Now Barb Stinger has prepared an alternate report to the one in the committee report. She will present that and then you can ask questions.

Barb Stinger: You were passed out some copy and I must make one correction. On the bottom, I have a new junior high and 8, 9 and 10 grades, it should be 7, 8, and 9 grades.

This is a proposal that the committee did not think of -- Instead of using the present Mid High as a new senior high for the 3-3 plan, we suggest building a brand new senior high, which would house the 10, 11 and 12 grades right away. We have used the same figures as they used and you have to keep in mind that these are estimated -- You don't know what is going to happen in Hillsboro. In 1976 we have a new senior high and we also have a remodeled present senior high so it would take biology and shop, to include taking in the sophomores. Then a new junior high would have to come in 1980 because the mid high would be used as a junior high. The capacity of the mid high is 1500 but after talking to teachers and administrators they said that in no way could a junior high have 1500 kids..... 1000 is it. So by 1980 we have to have a new junior high, then back down to 1985 right along with the rest of the plan, except we are 13 students over capacity over the two senior highs, which may call for a little bit of remodeling to add on 200 more students per senior high.

We feel that the building cost itself is not much different, it's just that we're opposed to the 2-2-2 because of the problems at the mid high and we were thinking that maybe the 3-3 and a new senior high would stop the problem. As I say, the building costs equal out to about the same -- it is just that we want to build a senior high now or a mid high now. In talking to the architect, he said the difference

between a mid and senior high isn't that much -- it's the furniture you put in it that changes the cost.

Question from audience: As I understand it, you are proposing to keep the 9th graders at East, which as I understand, at present is bulging at the seams.

Barb Answers: We would use the mid high as a new junior high so we would have 3 junior highs -- Poybter, East and Mid which would have 7, 8 and 9 grades. There would be some remodeling required at Mid I don't know how much, probably a minimum. Some people feel mid is too big to house junior high students. We would change boundaries for East and Foynter and some of those youngsters would be sent to mid. So, in 1976, we have Poynter, East and Mid as junior highs, then we have present senior and a new senior high. The reason the number on the new senior high is 790 is because when you build a new senior high you do not take the seniors out of the old senior high and put them in a new school - you let them graduate.

It was suggested to me that either you keep the present senior high at capacity and gradually change the students as they come in at the sophomore year or you can drastically change them and keep them in about the same number. It's a plan we felt the committee did not even think of and we thought we would present it to the public.

Regarding athletics, I would like to point out that we felt this might be the hardest point to sell to the community as Hillsboro is very sports minded. I would like to point out that Lakeview won the AAA baseball crown. For the first year or two we might not be as strong but we feel maybe when Hillsboro is growing is the time to change and give more students the opportunity to take part.

Question: Did you get a response to the Mid drop-out rate?

Answer: Yes, it is 8%.

Statement from audience: From the information presented here, I see no overriding reason for trying to select one plan over the other, based on economics.

One plan is just as expensive as the other. I will relate the feeling that my wife and I have had ever since our boys were in junior high. We felt we had been with this school such a short time, and have had no time to relate with this school at all. We have had good opportunity to relate with our elementary school, after 8 years with that school. I have been able to become a board member as a consequence of becoming involved. We would really like to have that opportunity here in Hillsboro to engage in the school district here. I really feel that I would consider a 4-year high school. At minimum, the 3-3 sounds interesting and if it were up to me, I would vote for a 4-year high school. Similarly, in response to the question over here, if offered, maybe some of the elementary schools could go back to a 8-year plan. I think that North Plains could rise to that challenge very well.

Another comment from audience: I would gladly go back to 4. I see the practical aspects of a 3-3, we were not too unhappy, but the 2-2-2. I have a potential drop out right at the present time. He is a freshman, and I see absolutely no hope of him graduating from high school the way it is now.

Another comment: I feel we should put the 7th and 8th grade back in grade school. I think we are rushing our youngsters -- we are making them grow up too fast. I have two at Poynter that will be at Mid next year and they come home and say they had their breaks taken away because everybody was too naughty. They are still kids and need to get out and play and work off a little energy. When they think they are going to junior high they think they are big stuff.

Another comment: I have four children in the schools and this lady has just given the reasons why I don't want 7th and 8th graders with elementary. She suggests that if they don't go to a junior high they would change. I work in a school where 7th and 8th graders have never been in a junior high.

Parent comments: After talking with parents, their biggest objection to the 2-2-2 is they are just getting started and then have to go on to another school. The parent's objection is, you say, they never quite get into the school, they never feel part of it.

I'm new in the area. I'm very pleased with the 2-2-2 system. I'm glad the 9th graders are not with the 12th graders. About athletics, I think that one of the advantages of the 2-2-2 system has been participation at the right age level and competing with those in their particular age group. You have a wider participation in the 2-2-2 system that you ever would under another plan.

You don't feel that if you have two senior highs that had 1,000 students per school they would have just as much chance as they do with 1,200 to 1,400 students in one school. Personally, I like the 2-2-2, I really do. As far as I'm concerned, we should keep it.

Comment from audience: I would like to speak as a teacher. I think probably the students that are well adjusted have very little difficulty. I suggest maybe this lady's students are of that type. Now, I'm not saying that all of them that have difficulty are not well-adjusted. However, this is a difficult time of their lives. There are a lot of changes taking place and if they are having problems they can stay in one place for 3 years, and maybe we can watch and work with them. I personally favor the 3-3. You have a chance to be the underclassman and later to be the upperclassman. In the 2-2-2 there is no underclassmen and upperclassmen. I really can see where school spirit is greatly increased in the 3-3 plan. There is more competition. In the 2-2-2 system competition is not too big a deal. One of the two has to win. In a 3-3 system, if the 10th graders beat the 12th graders, it's really something. Next time they probably wouldn't let it get by. You probably wouldn't have the apathy you now have in the 2-2-2 system because of increased competition.

Another comment: I'm Elmer Grossen and I've worked with the committee. I would like to say thank you to these two ladies for their interest in the school problems, also am pleased that this meeting brought out a lot of discussion. I was at the last two board meetings and listened to the letter, the first one that was read and I believe their recommendation saying that the problem should be presented to the people.

Another comment: I've taught under the 8-4, the 6-2-4, 6-3-3, and I find that, sometimes, with the continuity of three years under one staff we combine problems

and I don't find that with the 2-2-2.

Another comment: I believe in parent involvement in schools, but we get into a situation of having a child in each school and I tell you, it's not going to be possible to go to every meeting and open house with this kind of system. It is a practical impossibility.

Al Miller: A suggestion was mentioned to me of placing 3 junior high schools with grades 7-9, leaving the senior high as it is, with 11 and 12. The 10th grade could be housed temporarily in the Mid High as a single class. The administration office could be moved into the Mid High to pick up some of the room available. I happen to be involved in the career education program in the district and a number of career education programs could be placed there also.

Mr. Carder: A comment on that, by building a new junior high, unless we build a very large one, 1500 capacity, by moving the 9th grade in, all three junior highs would be near capacity, so you wouldn't really be solving the enrollment problem on that basis.

Mr. DuBose: We certainly appreciate the comments made. We feel that you expressed your sentiments.

Some further deliberation will probably take place at the board meeting on June 24. Some decision needs to be made so that we can continue with our educational planning. The board will have to call a bond issue, hopefully for September, and I believe that those of you here tonight, regardless of the decision made by the board, let's all put our shoulder to the wheel and assist in getting the people to approve the bond. If we wait another year we are going to have more students on extended schedule, even down into the junior high level and I don't believe that as parents, we want this.

WHY IS IT NECESSARY TO CONSTRUCT A NEW SCHOOL?

Despite the trend toward population zero across the nation, Washington County continues to be one of the most rapidly growing areas in the state. The Hilhi district reflects this trend and the building facilities are reaching capacity in grades 7-12. In the past, the growth has been steady and fairly predictable, allowing the district to provide sufficient room. However, at the present time R. A. Brown Junior High is over-crowded and holding classes in the cafeteria and on the stage. The mid-high is operating on an extended school day so that half of the students arrive a hour early and thus leave school an hour sooner. This provides a greater opportunity to utilize special facilities, but does not increase the capacity. As the mid high currently has more students than it was designed to hold, it is doubtful that it can operate on an extended day next year. Some other solution must be found.

The elementary grades enrollment is stabilizing, however, the economic level of the housing developments being constructed in the area ^{is} ~~are~~ attracting more mature families with children of the junior high age and older. As a consequence ^The immediate need is to find some relief for the overcrowded conditions in grades 7-10.

The enrollment pattern for the Hilhi District has been one of steady and continuous growth of 4% to 5% per year. This growth has increased the enrollment 1150 students the past 7 year₂ in grades 7-12. Enrollment projections show that by the fall of 1976, which is as soon as a new facility could be available, the mid high would be trying to accommodate close to 1700 students in a school designed to hold a maximum of 1500. The junior highs would also have reached maximum capacity at that time.

The table below gives maximum capacities, current enrollments and 1976 enrollments for the four buildings in the Hilhi district.

J.W. POYNTERR A BROWN JR HIMID HIGHSENIOR HIGHEnrollment - ⁶190

Enrollment - now 911

Enrollment - now 1556

Enrollment - now 1220

Enrollment - 1976 750

Enrollment - 1976 950

Enrollment - 1976 1687

Enrollment 1976 1383

Capacity - 800

Capacity - 950

Capacity ¹⁵⁰⁰1400

Capacity - 1400

Changes in curriculum, structural remodeling, and some special programs that have been implemented have cut the capacity of the junior highs slightly. They cannot operate at capacity without extended school days, and classes in the cafeteria, hallways and possibly libraries.

For relief from these conditions the Hilhi board of directors have authorized a bond election on November 5 for a new mid-high facility. The study that resulted in this decision, description of the proposed building and other information about it is scheduled in later articles.

If any patron has a question about the bond election, please call the Hilhi district office 648-8561 or the Hillsboro Argus at 648-1131 and your question will be answered in the next article.

APPENDIX D

HILLSBORO UNION HIGH SCHOOL DISTRICT 3 JT.

LANE E. DuBOSE, Superintendent
W. RAY CARDER, Asst. Superintendent
MYRON L. DEAN, Business Manager

1595 S. E. TUALATIN VALLEY HIGHWAY
HILLSBORO, OREGON 97123
TELEPHONE 648-8561

June 3, 1974

H. Kenneth Zenger, Chairman
DeLane Fry, Vice Chairman
James R. Bales
Mrs. Jeannette Hamby
Frederick R. Teufel

TO: Faculty of Hills District

FROM: Lane E. DuBose

I want to express appreciation for your cooperation and contribution to the fine and successful school year nearing completion. This has been a good year educationally -- Students have certainly benefitted in many ways.

I hope you will have an enjoyable and much deserved summer vacation. Now, on another matter -- I am sure you are aware the district is currently considering a building program that may affect the educational organization of our schools. As superintendent, I am extremely interested in the opinions, attitudes and concerns of our faculty in regard to this question.

The most current question is whether to maintain our present 2-2-2 program by building a new Mid High (temporarily a combined Mid High - Junior High) or to convert to a 3-3 junior-senior high organization by building a new Senior High and utilizing the Mid High for a 7-8-9 Junior High.

Please complete the questionnaire based on the following conditions:

1. Basic cost over a ten-year period would be approximately the same under the two systems.
2. Principal consideration should be given to what is best for students.
3. Under the 2-2-2 plan the Mid High enrollment would be 1000 or less and junior highs would be well under capacity.
4. Under the 3-3 the Senior Highs and Junior Highs would be well under capacity.

pa

UNDER THE CONDITIONS MENTIONED IN THE ATTACHED LETTER:

I prefer to remain on 2-2-2 system _____

I prefer to convert to 3-3 system _____

My principal reason for this decision is: _____

.....

I have taught _____ years under the 2-2-2 system.

I have taught _____ years under the 3-3 system.

I have taught _____ years under some other type of system.

Total _____

Signed _____

RETURN TO:

District Office (via district mail)
1595 SE TV Hwy.
Hillsboro, Oregon 97123

APPENDIX E

HILLSBORO UNION HIGH SCHOOL DISTRICT 3 JT.

LANE E. DuBOSE, Superintendent
W. RAY CARDER, Asst. Superintendent
MYRON L. DEAN, Business Manager

1595 S. E. TUALATIN VALLEY HIGHWAY
HILLSBORO, OREGON 97123
TELEPHONE 648-8561

H. Kenneth Zenger, Chairman
DeLane Fry, Vice Chairman
James R. Bules
Mrs. Jeannette Hamby
Frederick R. Teufel

June 6, 1974

TO: Patrons of the Hillsboro School District
FROM: Lane E. DuBose, Superintendent

The Board of Directors of Hillsboro Union High School will make a very important decision in regard to future school organization in the Hillsboro District. Our facilities at the Mid High are badly overcrowded and the junior highs are rapidly filling to the point of a possible double shift in grades 7 - 10 in the next year or two.

A citizen's committee has been meeting to consider the various types of building plans that might be feasible in our community. Their recommendation is to maintain the 2-2-2 system, however, they will be meeting again to reconsider the 3-3 system of grades 7, 8, 9, junior highs and 10, 11, 12, senior highs.

Our board is interested in obtaining as much community input as possible before making this important decision. Won't you take a few minutes to express your thinking on this important matter?

1. Based on a ten year building program, the overall cost of maintaining the 2-2-2 system or converting to the 3-3 would be approximately the same according to our estimates.
2. Under the 2-2 system, a new mid high would be constructed, thereby relieving the crowded conditions in the mid and junior highs. (For the first few years it would be used as a combined mid and junior high.)
3. Under the 3-3 plan a new senior high would be constructed, converting the mid high to a grade 7, 8, 9, junior high, thereby making two senior highs in the community.

As parents of children who are either attending or will attend school in the high school district, please indicate your preference of the two above plans:

I prefer to remain on the 2-2-2 and construct a new mid high _____

I prefer to convert to the 3-3 organizational plan and construct a new senior high school _____

My reasons for this decision are: _____

Additional Comments: _____

Signed _____

Please mail to:

Lane E. DuBose, Superintendent
1595 S. E. Tualatin Valley Highway
Hillsboro, Oregon 97123

APPENDIX F

STUDENT SURVEY - EAST HILLSBORO JUNIOR HIGH

SUMMARY
1/30/74

169 or 19.4% of the student body responded -- 89 males, 80 females

1. How long would you prefer to remain in one school building?

1 year: 18	3 years: 29
2 years: 117	3 or more years: 4

2. I would like to have the following grades in my building:

7-8 grades: 99
7-8-9 grades: 25

3. Have you had the opportunity to participate in after school sports or other activities?

yes: 112 no: 57

Comments: Mainly sports activities. Would like more sports available for girls.

4. Do you think Hillsboro should have two high schools?

yes: 91 no: 68

Comments: Mainly concerned with population increases.

5. Do you think Hillsboro has good schools?

yes: 131 no: 26

Comments: Mainly praised physical aspects of buildings--also teachers.

6. Do you like your school?

yes: 133 no: 28

Comments: Mentioned fellow students, teachers, general pride in school.

7. Are your student body leaders (or student council) doing a good job?

yes: 115 no: 44

Comments: Felt they could do better. Wanted more recreations (dances) and activities.

8. Are you able to take all the courses you want?

yes: 61 no: 105

Comments: Would like more electives.

9. Have you ever considered dropping out of school?

yes: 35 no: 131

Comments: Stresses importance of education. Those answering yes mentioned boredom or hatred of school.

10. Are there any courses offered in another building that you would like to take?

yes: 93 no: 67

11. Do you feel your classes are:

too small: 13 too large: 27 about right: 96

12. Do you feel the size of your school is:

too small: 73 too large: 16 about right: 80

Comments: Crowded hallways.

13. I would like to be in a job training program:

yes: 125 no: 40

APPENDIX G

BUILDING FACILITIES CITIZEN'S COMMITTEE RECOMMENDATION

April 9, 1974

After a review of the advantages and disadvantages of all administrative systems, it was agreed that the arrangement of grades was not the most important factor in a successful school system. Most of the arrangements will provide an excellent education if there is a reasonable facility and commitment of the staff.

The committee favored the 2-2-2 system presently used as it gave all students an opportunity to use the special facilities of the individual buildings.

In the appendix are outlines of projected building programs for each plan. The enrollments to 1977 are actual projections. From that point the enrollments are extrapolated on a straight line projection to 1985. It is understood the enrollment projections must be updated each year and the accuracy may be subject to many variables that cannot be controlled. However, all building programs are based on the same enrollment figures so they are comparable.

The immediate solution to the overcrowded conditions favored by the committee retains the 2-2-2 structure by building a school for 1000 students. For the first few years the structure would provide essentially two separate schools under one roof; one a grade 7-8 junior high to relieve the junior high schools, and the other a mid high to relieve grades 9 and 10. As enrollment gradually increases an additional junior high would be completed in approximately 1981 which would cause the new mid high to house only grades 9-10. The "House Plan" of having two schools under one roof is fairly common and unusual administrative or student problems are not anticipated. This proposal gives at least a four year span before the need exists for an additional building and yet relieves both the junior high and mid high crowded conditions by constructing one building.

This approach requires the immediate planning for the construction of a building to house 1000 students to be completed by the fall of 1976. It is hoped that the mid high can avoid double shifting if construction can begin by the early

spring of 1975. It is planned to create two schools within the one building by housing approximately 200 7th and 8th grade students in one section of the building and about 400 9th and 10th grade students in another portion. Both groups would utilize the special facilities but only rarely would they use the same space at the same time. The two schools within a school would be a temporary measure until about 1981. At this time an additional junior high should be completed and the first new structure would become totally a mid high, housing only 9th and 10th grade students.

In approximately 1980 an addition to the senior high campus should be completed increasing the capacity to 1800.

The new construction and additions would house the Hill district students until about 1985 according to the projections. At that time, consideration would have to be made to constructing an additional senior high and possibly mid high. The proposal has the advantage of maintaining the 2-2-2 system while spreading the building costs so that there are several years between the construction of each new facility.

The committee would like to stress that they are recommending a total ten year plan that must be continuously up-dated and evaluated in order for it to operate at maximum efficiency. The variables associated with enrollment projections may cause the plan to be modified in the future.

The Building Facility Citizen's Committee recommends to the Board of Education that the foregoing ten year building plan be accepted retaining the 2-2-2 administrative structures.

June 13, 1974

APPENDIX H

As of June 13, the staff questionnaire results were:

		6/18	6/19
Retain the 2-2-2 plan	57	$57 + 20^* = 77$	77
Change to the 3-3 plan	89	92	92
From parents and returned questionnaires in Argus:			
Retain the 2-2-2 plan	36	85	93
Change to the 3-3 plan	37	68	74
Other		6	6

Parents of Hilhi students will receive today or tomorrow student report cards and a copy of the questionnaire.

Many, of course, will be returned this weekend.

Totals - Retain 2-2-2	170
Change to 3-3	166

(*Approximately 20 teachers from Senior High filled out first survey for committee in favor of 2-2-2 system -- They did not return second questionnaire John Neuman, Senior High Representative on Building Committee advises us.)

APPENDIX I

November, 1974 Election Results

Voter Abstract Totals

	<u>Yes</u>	<u>No</u>
<u>Bond - Land Acquisition:</u>	3,957	6,942
<u>New High School:</u>	3,939	7,091
<u>Bond - Land Acquisition -</u> <u>Future School Site:</u>	3,504	7,360